



## Sharing The Caring News



Warming Hearts  
Inspiring Minds

**Te Whakaritorito Trust**  
**PO Box 264 Hastings**  
**Youth Mentors**

We're seeking youth mentors to work in schools. You need experience working with groups of school children in a particular activity such as Kapa Haka, Pasifika, creative dance, self-defence, the arts, crafts, music, organic vegetable gardening.

You need to be caring, an active listener, self-motivated and creative with children from different cultural backgrounds. By fostering social interaction, encouraging children to be responsible for their own learning and imparting leadership skills you can become a much needed role model for children wanting to discover their cultural identity and increase self-confidence.

The Trust provides free training with positive feedback enabling you to evaluate your progress in unique ways. These are part-time paid positions on a weekly basis and you need to have a full NZ driver's license.

**If you're interested in youth mentoring**  
**Ring Roger on (06) 8706448**  
**Text him on 027 2324700**  
**Or email your CV to [info@mentor.kiwi.nz](mailto:info@mentor.kiwi.nz)**

## CORE VALUES

**Caring**  
**Integrity**  
**Humility**  
**Respect**  
**Loving Kindness**  
**Forgiveness**  
**Compassion**  
**Justice**

## Trust Projects

**Facilitate** an independent transformative action process with schools building inclusive cultures

**Enable** youth to discover their capacities, and strengths for particular projects & activities

**Encourage** facilitators to support new ventures that challenge and extend the capabilities of youth

**Deliver** cultural services focussing on work themes of concern to youth mentors

**Better** use networking to help volunteers form friendly alliances with one another

**Mentor** troubled youth to prevent them being abused or stereotyped

**Communicate** with youth leaders providing worthwhile activities valued by young people and whanau

## Well-Being Workshop

A wananga on "Being Here With Ease And Joy" will be held at the Green Shed 21 Ruahapia Rd, Hastings on Saturday 2nd July starting at 9am and finishing at 2pm. The Facilitator Jacob Dodds is a life mentor. He has worked assisting children with art, creative movement and outdoor education. The workshop will include a sharing time, relaxation and breathing exercises, expressive dance and QiGong. A donation (koha) of \$20 per person would be appreciated as morning tea and lunch are provided. If you're interested in attending this wananga please:

**Email Roger at [info@mentor.kiwi.nz](mailto:info@mentor.kiwi.nz)**  
**Or text him on 029 777 2409**



## Te Whakaritorito News

### Mentoring Embraced By Hawkes Bay Schools

For over eight years now, Te Whakaritorito youth mentors have provided "learning by doing" activities to help engage children in schools who've been traditionally brought up to help out in an extended family group or are primarily kinaesthetic learners who learn best when they're moving, using their hands and whole bodies while learning. When a group of young students are referred for a particular activity, the school principal, lead teacher, youth mentor and students meet to decide on a goal such as a marae trip, performance or demonstration the children can work towards.

The aims are to develop relationships of mutual trust where children can feel relaxed enough to share their concerns about what's happening to them and receive useful feedback about challenges they're facing in school work or in their personal lives. This may only need to happen one or two hours a week, at least enough where children can learn at their own pace and in a comfortable space together with peers who have similar interests or challenges to face. More time can be made available depending on what signature strengths, interests and capabilities they are developing.



Practical learning activities provided by Te Whakaritorito that facilitate the building of valued friendships with children's peers have been Kapa Haka, Maori Visual Arts, Pasifika, Creative Dance, Therapeutic Arts, Vegetable Gardening (Kapai te Kai), Theatre Sports to name just a few. The advantage of this approach is practical activities enable students to reflect back on the challenges of their experiences with a view of how they can improve their performance. These positive experiences transfer to children's spare time such as lunch breaks where we've often observed students practicing challenges they've learnt with one another during a previously mentored session. Because children involved feel they're achieving at an activity they love, the regular ongoing experience gives children who previously felt withdrawn or detached, a pursuit they enjoy to come to school for. Research has shown this self-motivation transfers to other school activities as well.

**Pipiri-Aonui-  
Ahi-Ka-Ea**  
**June 2016**

*Inside this issue:*

*Warming Hearts, Inspiring Minds*

**How Youth Mentors Encourage Leadership skills** Pg 3

**Advantages of Theatre Sports** Pg 5

**Caring For Children** Pg 6

**Shine with your positive attitude** Pg 7

**Youth mentors advert** Pg 8



Warming Hearts  
Inspiring Minds

*News Desk*

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**Roger McNeill**  
**Ann Gieskens**



## Mentoring Embraced By Hawkes Bay Schools (Continued)



This approach reminds me of an ancient proverb which says, *"Tell me and I'll forget, Show me and I may remember, Involve me and I'll understand"*.

Therefore it's not surprising Te Whakaritorito has had good feedback from school principals with comments such as "students developed a sense of belonging, identity and growing in confidence and knowledge of their cultural traditions". They found youth mentors were aiming to foster a more caring attitude and develop values of responsibility and respect. Children developed self-discipline and were more purposeful in their setting of achieving goals across the curriculum. Playground behaviour improved with students communicating better with one another, playing together and tolerating one another's differences. Also, school principals like the fact Te Whakaritorito services provided are independent as they enable valuable links with community based people to be formed that the school couldn't otherwise benefit from.

Te Whakaritorito has two research mentors one in Napier and the other in Hastings who can, if required, help obtain active feedback from mentors, children and teachers on the impact of an activity and how it can be improved. The Trust also employs experienced facilitators to conduct interactive workshops in Hawke's Bay, enabling youth mentors and community volunteers to help one another hone their youth mentoring skills and discuss work issues as they arise. In this

way, youth mentors and volunteers learn from one another by sharing different approaches that worked for the same problem experienced in different contexts. Examples of workshop themes covered have been co-operative learning, group facilitation, emotional awareness and creative leadership.

Hence the aim is to provide a working partnership with schools and agencies where the Trust's part is to provide the mentor with opportunities for developing cooperative values, self-evaluation, safety checks, interactive workshop training and support while the school provides focused feedback and an hourly contribution towards the cost of the service. Any school or community agency interested in employing a youth mentor, please email [info@mentor.kiwi.nz](mailto:info@mentor.kiwi.nz) or call Roger the Community Mentor on his mobile **027 2324700**



**We mentor Tamariki and Whanau with creative activities that enable their potential to be fulfilled**

### Te Whakaritorito Vacancy

We're seeking trustees to work with our whanau team in your area of expertise. You need to be caring, creative and supportive of new projects. Te Whakaritorito provides free training with positive feedback enabling you to improve your contribution in unique ways. The positions are voluntary and you are required to attend a minimum of six hui per year.

**If you're interested in becoming a trustee.**

**Ring Roger on (06) 8706448**

**Text him on 027 2324700**

**Or email your CV to [info@mentor.kiwi.nz](mailto:info@mentor.kiwi.nz)**

## Shine With Your Positive Attitude

The key for a full and complete life is having a positive attitude toward life, especially in difficult times when it seems things aren't going as we wish; times when we feel frustrated, stressed and hopeless. At those moments we must remember every experience is temporary, and that time will help us to recover. Life doesn't stop. Let's not stop enjoying our lives. The beauty of living is to find our own way to



confront and resolve our challenges. The beauty of living is to see our problems in their true dimension, and not see them as impossible to solve. Many times, problems are needed to change or improve our understanding of ourselves, others and to understand the world.

Everyone goes through ups and downs in life. However, these experiences, no matter how difficult they seem, are needed for us to grow and develop as human beings. In everything there is a divine purpose and one day, the sad or painful experiences will eventually be in the past and the reasons for those will have been revealed. It is important to accept that we want to move forward and wish to feel good in doing so.

"All disadvantages bring an equal or larger advantage" - An interesting anecdote about disadvantages is the story of a farmer and his young son. All they had was a horse. One day, the horse ran away and disappeared. The neighbours were afflicted by the bad luck of the farmer. Within a week, the horse returned followed by twenty wild horses. The neighbours were happy for the luck of the farmer, until the day when the farmer's son was riding with the wild horses and fell and broke his leg. That was bad luck again, except soon after the accident soldiers appeared in town, taking all the strong and healthy young men to fight in a terrible war. They didn't take the farmer's son.

The lesson of this story is we should pay

attention to the fact that inside each gift of life, we might find some disadvantages and in disadvantages we might receive a gift from life. We might discover all our problems and discouragements are opportunities in disguise.

Seeing life in an optimistic way helps us to feel happy, healthy and beautiful. I'm not talking about physical beauty. I mean inner beauty, the beauty that we have inside our hearts when they are full of love. An optimistic person is a star everywhere. They make us smile simply by their presence. On the other hand, no-one likes to be around negative people who moan and complain. Enthusiasm makes a difference, believe me! Stay away from pessimists because, like happiness, unhappiness is contagious.

It's easy to find yourself in places where people use their time to talk badly about everyone. When you hear people criticising and judging others, change the subject, ask them to tell you something positive, or simply don't respond. Criticism is a vicious cycle born out of insecurity. These people are only focusing on comparing others whilst wasting their precious moments that can rather be filled with happiness, love and positivity.



It's your decision to become someone special, someone to whom everyone wishes to be near.

**Today's the day for you to shine in your positive attitude! - Fariddy Yunis**

Fariddy Yunis helps people renew their passion for life by experiencing gratitude, positive attitude, forgiveness, better fitness so they can feel great about themselves and live life to the fullest.

We all dream of a happy, peaceful and harmonious life, without noticing it only takes a little effort from us to get it. How about starting this day by being grateful? By being positive? And by becoming gentler with yourself? How about starting to actually take responsibility for your happiness and well-being?

Fariddy is an author of two books: *A Full and Complete Life, Daily Practices To Transform Your Life* and *Renew Your Passion For Life*.



# Caring For Children



**We care about children, young people, their families, teachers and mentors. Te Whakaritorito was developed out of a desire to inspire hope and prepare children for their best future through sustainable, transformative school partnerships.**

We are a non-profit organisation that functions as an independent convener working in collaborative partnership to help neighbourhood schools succeed in their goals to prepare students for life.

## Why focus on schools?

Schools face overwhelming challenges with increased poverty, unemployment, homelessness, and fractured families in the community. In addition to the consequences of life in poverty that include lack of appropriate clothing and food, increasing numbers of children, parents and care-givers are suffering from compassion fatigue as a result of exposure to trauma in their homes and neighbourhoods. At the same time, schools are being challenged by significant budget cuts.

**But there is hope when a caring community works together in partnership helping their children with support from teachers, parents and mentors.**

We believe caring community partnerships increase the capacity of schools to provide children with the skills and encouragement they need for a hopeful future. Te Whakaritorito connects youth mentors and needed resources through action planning, consultation and implementation. Creative "learning by doing" activities are supported by youth

mentors and volunteers so each student can realise their capabilities and improve upon them. With an increasing sense of belonging to their school and improved peer relationships, their self-confidence transfers to other subjects and activities within their school community.

## We value caring because we believe:

Caring will have the greatest impact when we work together. When commitments are always kept, this creates boundaries for children to rely on. We value each person's unique contributions and gifts. Building trust through authentic relationships enables caring to have a tangible impact. Because the world is always changing around us, transformative caring needs Te Whakaritorito to be an evolving organisation. We value the role mentors play in serving schools to help children flourish. Accountability and measured outcomes are the key to achieving beneficial outcomes.



# How Youth Mentors Encourage Leadership Skills

Communities remain strong when everyone with a stake in children's development, work together. A youth mentor enhances the quality of life in a school community through collaborating with the principal, teachers and children keen to participate. Youth mentors often emerge from working in a school group activity as more effective leaders than before. I've always admired people who are perceived to have excellent leadership skills. At one time, I thought these skills came naturally, but I've learned we all have the potential to develop leadership skills. We need to be encouraged, role-modelled and nurtured to develop these skills and it should begin in childhood.

Studies show early experiences in life



impact adult leadership potential. Carl Brungardt found personal traits such as the ability to understand and deal with others, the need for achievement, confidence and assertiveness are influenced substantially by childhood experiences. They also found parent support played an important role in leadership development in children. Other studies found "family influences", such as positive parental interaction and an emphasis on a strong work ethic, were found in children who actively sought out leadership roles. There are many qualities associated with leadership such as communication skills, problem-solving skills, organisation, flexibility, and creativity. Teachers, caregivers, parents and other family members can encourage the development of these qualities in early life.

All children have the potential to develop leadership skills. It's a lifelong process. As

children grow, the school setting adds to the influence of family life. Mentors can give children opportunities to serve in leadership roles. As adults, we can teach the skills necessary for children to take on leadership roles now and in the future. Following are some ways you can help children develop leadership skills:

Children learn from seeing what others do. It's important to model leadership behaviour to children. Tell the child what you're doing and why you're doing it. They learn that you do things with purpose which have outcomes.

Teach children how to see things from another's point of view. Good communication is a key component to being an effective leader. Teach children how to listen carefully and respond to others in a calm and respectful way.

Help children build their self-confidence by giving them opportunities to do a good job and offer praise when appropriate. You might say, "I'm so proud you volunteered to be the group leader. It's a big job to make sure everyone is doing their part."

Find ways to create problem-solving situations. Allow children to start making small decisions such as picking which activity they want to participate in. Give children more opportunities to make decisions as they learn the concepts of responsibility and consequences of making a decision.

Teach children how to work with others in a team situation such as group projects or cultural activities. Negotiation and compromising teaches children to stay focused on a larger picture not just their own personal view.

Often, children as well as adults shy away from



leadership tasks because they feel overwhelmed. Show children how to break tasks into workable ways to get the job done or address a problem situation.

Encourage children to pursue things that interest them. They may develop a passion for it, feel comfortable and later take on a leadership role. While every child may not end up in a formal leadership



## How Youth Mentors Encourage Leadership Skills (Continued)

position, it's a good bet she or he will be doing some sort of leadership in the future. Remember today's children will be needed as volunteer leaders in your local community organisations such as sports clubs, service clubs, adventure training camps, youth clubs to just name a few. It's never too early to start building their leadership potential.



Ask yourself: Think about your family while you were growing up. What were some of the ways whanau members were involved in

extended family leadership or social action? Were there wananga, reunions or extended family get-togethers? Did your family participate in providing caring services to others? Think about yourself as a child. What were some of the ways you were involved in leadership or social activities? For example were you careful not to litter? Did you help the rest of your family with recycling, vegetable gardening or pruning fruit trees? Did you visit the local dump to drop unwanted possessions off and pick things up? Did you attend local markets or garage sales? Did you help whanau fundraise for special events?

Our challenge as youth mentors is many people have difficulty stepping outside rigid routine roles such as teacher, parent, or community worker in order to interact with one another as equal members of the same community. Relationships with familiar roles may be friendly and seem comfortable on the surface, but people in role-based relations tend to focus on how community circumstances affect their own well-being rather than seeing the bigger picture of the school community as a whole and how other relationships affect a child's well-being. To move outside of familiar role relationships, youth mentors need to talk with other adults and children as equals working on behalf of the school community's well-being as well as the child's well-being.

As a leader in collaborative community based efforts you need to keep the following guidelines in mind:

- Work at increasing your skills and expertise in the field
- Guide, organise and present workable alternatives
- Empower the team by encouraging confidence and initiative in all children and assisting adults
- Serve as a co-visionary in the group
- Have patience for high levels of frustration and stress by practicing stillness in your spare time
- Be diplomatically astute
- Ensure all views and perspectives are equally welcomed and heard
- Demonstrate sensitivity and awareness of self-identity
- Inspire commitment and participation
- Sustain hope and inspiration
- Build broad based involvement such as at orientation and graduation ceremonies
- Enable social opportunities for people to contribute in different ways
- Set a tone that eliminates turf boundaries e.g. cross-over room divisions into different age groups, school principal keeps their door open at all times, parents are encouraged to be involved in school activities rather than being taken for granted
- Promote relationships among participants that cross familiar role lines by asking right at the outset how adult helpers may wish to be involved
- Ensure all participants have opportunities to use all the gifts and talents they can bring to the collaboration.

Following these guidelines can help you form authentic relationships with school community members and set the stage for creating healthy environments with children that enable true partnerships to be developed.

*Roger McNeill, Community Mentor*



## Advantages of Theatre Sports

Theatre sports could be defined as teams of improvisers competing for points. This is a simplistic definition. It relates to what people see, but doesn't define what Theatre sports actually is. Theatre sports is much more than a show structure. It represents a philosophy and approach to improvisation. Theatre sports encourages performers to take risks while being good-natured. The components of the show (horn, basket, judges, challenges, teams, host, etc.) are there to support and encourage risk and allow improvisers to be fearless in their endeavour to create stories in the spontaneous moment. It aims to create a theatre show offering a variety of stories ranging from the comedic to the dramatic. It embraces stories of life, politics, religion, and love. Or simple things like walking the dog, going for a swim and travelling to space. It challenges points of view; expresses opinions. It creates theatre that engages the audience in a way that makes them respond openly, as one might do at a sporting event and has them thinking and talking about the performance afterwards.



### COMMUNICATION SKILLS:

Theatre sports is based on an impromptu format that helps participants learn to communicate and at reflective moments notice something they're feeling or thinking. On the other side of communication it teaches the importance of active listening and respecting others.

Vocabulary is explored as participants think about how they work with words in getting their message clearly across. Participants perform many task without vocal cues, for example mime. Through these situations they rely on facial expressions, spatial awareness and bodily gestures to communicate with one another.



### PROBLEM SOLVING:

Through the experience of "thinking on the spot" participants learn the skill of problem solving, some prime examples are: Stepping in when someone is struggling with an activity; reminding someone of their part in a scene or line; taking over or swapping roles with someone tackling a task initially too challenging for them.

### SELF-EFFICACY:

One of the most exciting skills to watch develop in participants is confidence and self-efficacy. Through the creative, expressive space theatre sports offers, participants gain confidence when they realise there are many communication styles they can use and different ways of seeing particular situations. Confidence often becomes apparent when participants work with peers they usually would choose not to. It is exciting to see how leadership skills develop as confidence grows, so one participant may ask to lead an activity or come in with one of their own, Another participant might be the first to offer feedback during or after a session.